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ABSTRACT

A brief summary is presented of the administrative, instructional, and financial characteristics of Washington State's community colleges for fiscal year 1979. The report first discusses the major accomplishments achieved during this period, including the implementation of a course-by-newspaper and the completion of college-by-college agreements governing the transfer of community college students to the University of Washington. Enrollment data for Fall 1978 and Fall 1979 are then summarized, focusing on female and veteran enrollments and on the ethnic background and age of students. Trends cited for this period include a decrease in the average credit hour load per student and an increase in the number of students seeking supplementary, rather than preparatory, occupational education. The report then reveals that the community colleges employed 3,336 full-time professional staff and administrators, 5,172 part-time faculty, 112 paraprofessional, and 2,532 classified staff during 1978-79. Next, an analysis is presented of the enrollment, retention, and academic success of students in vocational, transfer, and high school equivalency programs. Finally, the report outlines data concerning capital improvements, summarizing sources of funds and expenditures for instruction: community, support, and student services: libraries: institutional support: plant operation: research: and government programs. (JP)

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Extracted from the

State of Washington

1979 Annual Report (Education Agencies)

State of Washington

State Board for Community College Education

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JC 800 431

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

Dr. John N. Terrey

Director

HIGHLIGHTS

The State Board for Community College Education appointed Dr. John N. Terrey to be Executive Director on December 12, 1978. Dr. Terrey had been Deputy Director since 1969. He succeeded John C. Mundt who resigned the preceding September after eight years as state director.

Dr. Terrey called for a reaffirmation of the role and mission of the community college system and greater attention to the needs of students and faculty. One of his first actions was to launch a program to help students overcome learning problems. The community college Open Door policy requires community colleges to admit students regardless of academic ability; but unless they can overcome learning problems, the Open Door merely leads to failure. Later, the director announced another program to improve humanities education in the community colleges. A grant was awarded by the National Endowment for the Humanities to plan the program. The effort was firmly endorsed by Governor Dixy Lee Ray. Mrs. Helen Radke of Port Angeles was elected chairman of the State Board for Community College Education on June 27, 1979. She succeeded Louis Soriano, Bremerton, who was chairman for three years.

A long-sought objective of the community college system was achieved in June when the University of Washington became the last public institution in the state to reach formal, written agreements governing transfer of community college students to the University. The college-by-college

agreements were based on the terms of an agreement reached between the State Board and the University on March 1 after nearly a year of negotiation.

A study of higher education costs, revealed on November 8 by the Council for Postsecondary Education, demonstrated once again that community colleges provide lower division academic education at significantly less cost than other public institutions of higher education. The study showed that for the 1976-77 academic year, the average cost per Full-Time Equivalent (FTE)* lower division student was $1,305 in the community college system compared with $1,633 for the two state universities and $1,834 for the regional universities. The student/faculty ratio for lower division students was 25.2 in the community college system, 25.6 at the regional universities, and 29.0 at the state universities.

For the second year, Washington's community colleges participated in the nation's only statewide program of Courses-by-Newspaper public forums. Sponsored by the American Association of Community and Junior Colleges through funds from the National Endowment for the Humanities, the program permits citizens to obtain background information on a major issue through a series of articles in local newspapers and television programs, then meet to discuss the issues. Popular culture was the theme of the 1977-78 series, taxation the subject of the 1978-79 series. Tacoma Community College administered the program in Washington.

A poll conducted among a sample of the state's citizens by GMA Corporation of Bellevue showed that 60 percent of the respondents or members of their households had at some time attended a Washington community college.

STATUS -- 1978-79

Enrollment in Washington community colleges stood at 180,922 during fall quarter, 1978. The FTE enrollment was 88,671. The total enrollment represented 69.4 percent of the students enrolled in Washington's public institutions of higher education during Fall 1978, according to the Council for Postsecondary Education. The FTE enrollment was 54.6 percent of the FTE enrollment in all public institutions.

Community college total enrollment (headcount) grew by 57.6 percent over that of Fall 1977, but FTE enrollment increased by only 1.24 percent. The difference reflects the continuing trend toward more students taking fewer credits. The average credit hour load for fall 1979 was 7.7 compared with 8.1 the previous fall.

Vocational education continued to demonstrate the strongest growth of any segment of the community college program, increasing from 45.7 percent of the FTE enrollment in Fall 1977 to 47.56 percent in Fall 1978. However, within the vocational education program, the number of students whose intent was preparatory occupational (training for their first job) declined from 21.3 percent of the total headcount enrollment to 17.5 percent, while the number of occupational supplemental students (those seeking to improve their job skills) increased from 18 percent to 20.4 percent. This relates to the trend to more part-time students and may also reflect on the availability of jobs.

Other enrollment trends evident in recent years continued. The female enrollment, which exceeded the male enrollment for the first time in Fall 1977, continued to show rapid growth.

Table 1

FEMALE ENROLLMENT

	#of Females	#of Total Students
Fall 1977	81,306	50.99%
Fall 1978	91,206	53.56%

Veterans

Veteran enrollment continued to decline at a somewhat higher rate than that of the previous year.

Table 2

VETERANS ENROLLMENT

	Number of Veterans	Percent of Total Enrollment
1977	12,680	7.95%
1978	11,081	6.51%

Minority Students

Minority enrollment as a proportion of total enrollment remained fairly constant. However, there was another significant drop in enrollment among Black students, reflecting a national trend. This was offset by increased among all other categories.

Table 3

STUDENTS BY ETHNIC BACKGROUND

	Fall 1977	Fall 1978
Asian American	2,655	2,865
Black American	4,351	3,897
American Indian	2,324	2,433
Mexican American/Spanish Surname	2,346	2,516
Other	2,646	3,377
TOTAL	14,322	15,088

Age Trends

There was relatively little change in the distribution of students among various age groups. A slight decline in the number of students 20 and below was accompanied by a slight increase in the number of students 30 and over. The average age increased from 29.2 to 29.5.

Table 4

STUDENTS BY AGE

Age Group	Percent of Total Enrollment Fall 1977	Fall 1978
20 & Below	23.32%	22.14%
21 - 29	33.79%	33.70%
30 & Over	34.99%	36.49%
Unknown	7.90%	7.66%

Employment

Employment in the community college system kep pace with the increase in enrollment. The growth in part-time employment relates mainly to the growth in evening and part-time employment rates mainly to the growth in evening and off-campus classes.

Table 5

PROFESSIONAL STAFF

	1977-78	1978-79
Full-time professional staff and administrators	3,226	3,336
Part-time faculty (primarily evening instructors)	4,837	5,172
Paraprofessionals	90	122
TOTAL	8,153	8,630

Table 6

CLASSIFIED STAFF

1977	2,388
1978	2,532

MEASURES OF EDUCATIONAL OUTPUT

In assessing the educational "output" of the community college system it is necessary to recognize the significant differences between community colleges and more traditional educational institutions. For example, durint the Fall quarter of 1978, nearly 46 percent of the community college student body was enrolled for five credits or less, taking one class for the most part. Since 1975, all growth in community college enrollment has been accounted for by part-time students enrolled for less than 10 credit hours. To assess the extent to which students who enroll for one or two classes at a time meet their educational objectives is an undertaking beyond the present resources of the system. Educational output measures are available, however, which provide a means for assessing three important programs--vocational preparatory, college transfer, and high school completion.

Vocational Preparatory Students

Vocational preparatory students are enrolled in the more than 1,200 programs provided by the community college system to train individuals for their first job. During fall of 1977, 29,382 first-year and second-year students were enrolled in such programs. Those who completed their programs during the ensuing academic year or acquired sufficient skills to find employment in their fields of training were surveyed in March of 1979. The study indicated that among those available for placement, 96.2 percent were employed (84.8 percent in the areas for which they trained) leaving only 3.8 percent unemployed. The decrease in the number of persons completing programs demonstrates a marked improvement in student retention. Also significant is the increase in the proportion of people entering fields for which they trained, from 77.18 percent in the 1978 survey to

84.8 percent in the 1979 survey. It contributed to the decrease in the unemployment rate from 6.11 percent in 1978 to 3.8 percent in 1979, the lowest in the eight years the survey has been conducted.

Table 7

COMMUNITY COLLEGE VOCATIONAL

PROGRAM PLACEMENT DATA

	1976-77	1977-78
Report Date	3/15/78	3/15/79
Students exiting from vocational programs:		
Completions	8,305	9,213
Leaving with marketable skills before completion	3,849	2,223
TOTAL	12,154	11,436
Students not available for placement	1,214	1,139
Status unknown	2,377	1,267
Students available for placement:		
Employed in occupation for which trained or related area	6,609 (77.18%)	7,660 (84.8%)
Other employment	1,431 (16.71%)	1,025 (11.3%)
Unemployed	523 (6.1%)	345 (3.8%)
TOTAL	8,563	9,030

Academic Transfer

The number of first- and second-year community college students who declare their intent to transfer to a four-year institution has fluctuated for the past five years in the neighborhood of 25,000 each Fall quarter. The number who actually do transfer has dropped each year since 1974-75 due in part to the higher retention rates experienced by the community colleges.

However, the drop in transfers between 1977-78 and 1978-79 is almost entirely accounted for by a reduction in the acceptance of community college students by the University of Washington, which adopted more restrictive transfer policies that year. With the recent completion of transfer agreements between every community college and the University, a reversal of the downward trend should occur this year.

Table 8

TRANSFERS FROM COMMUNITY COLLEGES TO PUBLIC FOUR-YEAR INSTITUTIONS

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
No. transfers	5,981	6,065	5,841	5,652	5,223	4,957

High School Completion

More than three-quarter million Washington adult residents never completed high school, a disadvantage in obtaining and maintaining satisfactory employment. The community college system provides adult basic education and high school completion programs to enable adults to study for and obtain their elementary and secondary education in an adult environment. Enrollment in adult basic education (elementary level) has steadily increased each year and reached 3,648 in Fall 1978. Enrollment in high school completion programs has fluctuated in recent years from a high of 6,027 in Fall 1975 to a low of 4,510 in Fall 1978. The 1978 drop is attributed to the cancellation of the Department of Defence Predischarge Education Program (PREP) which has enrolled large numbers of high school completion students at colleges such as Olympic, Ft. Steilacoom and the Spokane community colleges.

A measure of the output of the high school completion program is the annual total of actual completions.

Table 9

HIGH SCHOOL COMPLETIONS

	By Colleges	By High Schools (Based on CC Studies)	GED Certificates	Total
1977-78	1,520	2,378	4,401	8,299
1978-79	1,207	2,788	5,025	9,020

Recognizing the signficance of the high school completion program to the state's economic well-being, the 1979 legislature adopted a bill making all persons 19 and over eligible for tuition-free high school completion studies in community colleges. However, another bill, designed to consolidate high education tuition wavers, appears to have restricted the ability of the community colleges to waive fees for the program to an even greater extent than was previously the case. Until this situation is rectified, the growth the of the program will probably remain limited.

CAPITAL IMPROVEMENTS

The 1979 Legislature appropriated $31,929,000 of capital funds for community college facility improvements. State funds of $4,439,000 were provided for handicapped access improvements. Community college funds of $27,6 million were provided for safety and repair projects ($3,921,000), minor improvements ($6,775,000), completion of 1977 projects ($2,209,000), design and construction of seven major new projects ($14,391,000) and planning ($304,000).

COMMUNITY COLLEGE OPERATING COST SUMMARY — 1978-79

	Community College	State Board	Total
Source of Funds			
Treasury			
General	$152,056,000	$1,157,000	$153,213,000
Unanticipated Receipts	-0-	27,000	27,000
Capital Projects (Bond Sales Exp.)	-0-	12,000	12,000
Local:			
General	8,306,000	-0-	8,306,000
Grants & Contracts	15,823,000	-0-	15,823,000
TOTAL	$176,185,000	$1,196,000	$177,381,000
Expenditures			
Instruction	$ 88,782,000	$ -0-	$ 88,782,000
Community Service	27,000	-0-	27,000
Primary Support Services	7,435,000	-0-	7,435,000
Libraries	7,733,000	-0-	7,733,000
Student Services	14,544,000	-0-	14,544,000
Institutional Support	23,849,000	1,157,000	25,006,000
Plant Operation & Maintenance	17,873,000	-0-	17,873,000
Sponsored Research & Programs	15,805,000	27,000	15,832,000
CETA Expenditures	1,627,000	-0-	1,627,000
CETA Reimbursement	(1,490,000)	-0-	(1,490,000)
Bond Sales	-0-	12,000	12,000
TOTAL	$176,185,000	$1,196,000	$177,381,000

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